Indian Removal Act and Japanese Incarceration

Time: 8 days (45-55 minutes daily lessons)  
Grade Level: 3rd-6th grades

Purpose (What will students learn from this lesson?):

The students will learn about the displacement of Indigenous peoples and Japanese Americans. The learners will discuss white supremacy, displacement, and resilience of these groups and make text-to-self, text-to-text, and text-to-world connections. They will cultivate empathy for these communities and challenge imperialist beliefs and practices. The pupils will celebrate and honor Indigenous peoples of the land and communities of color by providing a space to share their stories of struggle and resistance.

Unit Enduring Understandings Alignment:
We understand and place a high value on the stories of resilience, survival and resistance of our people.

Lesson Guiding Questions:
- How does this group show resilience?
- How is white supremacy shown in their situation?
- Who benefits from their displacement?
- How is this unit on displacement relevant?
- How did the American government villainize this group?
- What is Manifest Destiny? (Optional)
- What impact did the attack on Pearl Harbor have on Japanese Americans?
Standards Alignment:

- **History- Social Science Content Standard:**
  3.2 Section 3 Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.

- **English Language Development Standards:**
  ELD Part I: Interacting in Meaningful Ways. A. Collaborative 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.

- **English–Language Arts Content Standards:**
  CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
  CCSS. ELA.-LITERACY. SL.3.1d Explain their own ideas and understanding in light of the discussion.
  CCSS.ELA-LITERACY.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
  CCSS. ELA.-LITERACY. W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

- **California Arts Standards:**
  3.TH:C r3 Creating—Anchor Standard 3:
  A. Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama/theatre work.
  B. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.

- **Math Content Standards:**
  3.NBT 2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

- Create a culminating project in a small group or individually that expresses what they learned from this Ethnic Studies learning segment. Options: write a 5-7 sentence paragraph, write a poem, write a song, storytelling (displacement in students family), create a piece of art and explain how it relates to the topic of displacement, design a PowerPoint presentation (UDL: Universal Design Learning).

**Cultural Wealth (Yosso, p. 78):**
1. Aspirational capital refers to the ability to maintain hopes and dreams for the future, even in the face of real and perceived barriers. This resiliency is evidenced in those who allow themselves and their children to dream of possibilities beyond their present circumstances, often without the objective means to attain those goals.

3. Familial capital refers to those cultural knowledge nurtured among familia (kin) that carry a sense of community history, memory and cultural intuition (see Delgado Bernal, 1998, 2002). This form of cultural wealth engages a commitment to community well being and expands the concept of family to include a more broad understanding of kinship.

5. Navigational capital refers to skills of maneuvering through social institutions. Historically, this infers the ability to maneuver through institutions not created with Communities of Color in mind.

6. Resistant capital refers to those knowledge and skills fostered through oppositional behavior that challenges inequality (Freire, 1970, 1973; Giroux, 1983; McLaren, 1994; Delgado Bernal, 1997; Solórzano & Delgado Bernal, 2001). This form of cultural wealth is grounded in the legacy of resistance to subordination exhibited by Communities of Color (Deloria, 1969).

**Ethnic Studies Principles Alignment:**

1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native peoples and people of color.

2. Celebrate and honor Native peoples of the land and communities of color by providing a space to share their stories of struggle and resistance, along with their cultural wealth.

5. Challenge imperialist/colonial hegemonic beliefs and practices on the ideological, institutional, interpersonal, and internalized levels.

7. Conceptualize, imagine, and build new possibilities for post-imperial life that promotes collective narratives of transformative resistance, critical hope, and radical healing.

**Standards Alignment:**

- **History- Social Science Content Standard:**
  3.2 Section 3 Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.

- **English Language Development Standards:**
  ELD Part I: Interacting in Meaningful Ways. A. Collaborative 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.

- **English–Language Arts Content Standards:**
  CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of
historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

CCSS. ELA.-LITERACY. SL.3.1d Explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS. ELA.-LITERACY. W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.(Grade-specific expectations for writing types are defined in standards 1–3 above.)

- California Arts Standards:
  3.TH:Cr3 Creating—Anchor Standard 3:
  A. Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama/theatre work.
  B. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.

- Math Content Standards:
  3.NBT 2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Materials:

- Computer
- Paper
- Writing instrument
- Color pencils
- Water colors
- Markers
- Ruler
- Presentation board
- Scissors
- PowerPoint Presentation (Both)
- KWL Chart (Both)
- Compare and Contrast Graphic

Japanese Incarceration (Materials)

- [https://www.history.com/topics/world-war-ii/japanese-american-relocation](https://www.history.com/topics/world-war-ii/japanese-american-relocation)
Organizer (Both)

Name: ________________________

Indian Removal Act (Materials)

- Paintings of the “Trail of Tears”
  
  ![Paintings of the “Trail of Tears”](https://www.britannica.com/event/Trail-of-Tears)

- [https://www.britannica.com/event/Trail-of-Tears](https://www.britannica.com/event/Trail-of-Tears)

- “The Indian Problem” (YouTube video)
  
  ![“The Indian Problem”](https://www.youtube.com/watch?v=LBOzgWzPE)

- How I Became a Ghost: A Choctaw Trail of Tears Story
  
  By: Tim Tingle


- Ugly History: Japanese American incarceration camps – Densho (YouTube video)
  
  [https://www.youtube.com/watch?v=hI4NoVWO87M](https://www.youtube.com/watch?v=hI4NoVWO87M)

- Japanese-American Internment During WWII | History (YouTube video)
  
  [https://www.youtube.com/watch?v=c2TioTkHcB0](https://www.youtube.com/watch?v=c2TioTkHcB0)

- Children in Japanese American Confinement Camps
  
  By: Clara MacCarald

- A Place Where Sunflowers Grow (English and Japanese Edition)
  
  By: Amy Lee-Tai

- The Japanese Internment Camps: A History Perspectives Book
  
  By: Rachel A. Bailey
- The Indian Removal Act and the Trail of Tears
  By: Susan E. Hamen

- A Thousand Miles
  By: Precious McKenzie

**Modifications, Accommodations, Resources for Multilingual Students:**

**Modifications, Accommodations, Resources for Multilingual Students:**
The teacher will use SDAIE strategies such as visual aids, sentence frames, word walls, (pre-teach or front-load) defined vocabulary words in the pupil’s native language or L1, and graphic organizers. The teacher will speak slowly with clear pronunciation of words and give explicit instructions. The teacher will use Total Physical Response whenever possible. The students will also be given additional cues and clues to promote successful comprehension of the lesson.

**Modifications, Accommodations, Resources for Students with IEPs or 504 plans:**
The teacher will repeat instructions and provide written and oral directions. The teacher will refocus students as needed. The teacher will allow students to complete assignments in parts. Students will be able to take breaks as needed. The teacher will provide closed captions for all videos.

**Modifications, Accommodations, Resources for Gifted Students and early finishers:** The teacher will ask high-order questions (analysis,
synthesis, and evaluation questions) and provide the appropriate amount of wait-time. Students will be given a checklist of pre-approved (early finisher choices) activities to do after completing assignments.

# Critical Vocabulary:

<table>
<thead>
<tr>
<th>CRITICAL VOCABULARY</th>
<th>Definition and Rationale for choosing this word, phrase, or concept</th>
<th>Idea for pre-teaching or front-loading the concept</th>
</tr>
</thead>
</table>
| Forced Displacement  | The involuntary movement of a person or people away from their home.  
*The rationale for choosing this term is to aid students in understanding the critical concepts in this lesson.*  
The process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress.  
*The rationale for choosing this word is to aid students in understanding the critical concepts in this lesson.* |
| Resilience           | A historically based institutionally-perpetuated system of exploitation and oppression of continents, nations and peoples of color by White peoples and nations of the European continent for the purpose of maintaining and defending a system of wealth, privilege, and power.  
*The rationale for choosing this word is to aid students in understanding the critical concepts in this lesson.* |
| White supremacy      | Assess for prerequisite knowledge through discussion and then display a PowerPoint with definitions, visual aids, synonyms, and cognates in L1 (pupil’s native language). |
| Indian Removal Act   | At the beginning of the 1830s, nearly 125,000 Native Americans lived on millions of acres of land in Georgia, Tennessee, Alabama, North Carolina and Florida—land their ancestors had occupied and cultivated for generations. By the end of the decade, very few natives remained anywhere in the southeastern United States. Working on behalf of white settlers who wanted to grow cotton on the Indians’ land, the federal government forced them |
Japanese American Incarceration

Japanese internment camps were established during World War II by President Franklin D. Roosevelt through his Executive Order 9066. From 1942 to 1945, it was the policy of the U.S. government that people of Japanese descent, including U.S. citizens, would be incarcerated in isolated camps. Enacted in reaction to the Pearl Harbor attacks and the ensuing war, the incarceration of Japanese Americans is considered one of the most atrocious violations of American civil rights in the 20th century.

At the time of the Japanese attack on Pearl Harbor in 1941, about 120,000 persons of Japanese ancestry lived on the US mainland, mostly along the Pacific Coast. About two thirds were full citizens, born and raised in the United States. Following the Pearl Harbor attack, however, a wave of anti-Japanese suspicion and fear led the Roosevelt administration to adopt a drastic policy toward these residents, alien and citizen alike.

The rationale for choosing this concept is to provide students with historical context.

Imperialism

The process whereby the dominant politico-economic interests of one nation expropriate for their enrichment the land, labor, raw materials, and markets of other people.

Assess for prerequisite knowledge through discussion and then display a PowerPoint with definitions, visual
The rationale for choosing this word is to aid students in understanding the critical concepts in this lesson.

aids, synonyms, and cognates in L1 (pupil’s native language).

C1: Cultural Ritual and/or Energizer

<table>
<thead>
<tr>
<th>STEP</th>
<th>DESCRIPTION</th>
<th>TIME</th>
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<tbody>
<tr>
<td>Step 1</td>
<td><strong>Land Acknowledgement (daily)</strong>&lt;br&gt;The teacher will say, “Please sit quietly and take a moment to reflect and honor these ancestral lands we are collectively gathered upon and support the resilience and strength that all Indigenous people have shown worldwide. We are currently in [________ which is on the traditional unceded territory of the [________].”</td>
<td>3 minutes</td>
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<td>Step 2</td>
<td><strong>Ancestor Acknowledgement (daily)</strong>&lt;br&gt;The teacher will say, “It is important to honor those that came before us, our ancestors. We carry our ancestors in our heart and our minds. They are the women and men that have pathed the way for us to exist in this space and time. They are the reason we can gather here today.” The teacher will share with students the ancestor they are honoring today and why? The teacher will ask students if they would like to honor an ancestor?</td>
<td>5 minutes</td>
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<tr>
<td>Step 3</td>
<td><strong>Mindfulness (daily)</strong>&lt;br&gt;The teacher will ask students to participate in a brief mindfulness exercise. Mindfulness enhances creativity, increases resilience, and promotes cognitive flexibility. The teacher will say, “We are going to dedicate time and space to mindfulness practice. Please place your feet flat on the floor, let your shoulders drop, and begin to pay attention to your breathing. Make a conscious effort to focus on the present moment without judgment. Allow yourself to do nothing and just be. Don’t be too hard on yourself when your mind wanders off during practice. Notice your judgments and let them pass. It is okay to have judgments. This is a normal thing that everyone experiences. Gently bring your attention back to the present.”</td>
<td>7 minutes</td>
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# C2: Critical Concepts

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<tr>
<th>Day 1</th>
<th>DESCRIPTION</th>
<th>TIME</th>
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<tbody>
<tr>
<td></td>
<td>Land Acknowledgement (Cultural Ritual)</td>
<td>20 minutes</td>
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<td></td>
<td>Ancestor Acknowledgement (Cultural Ritual)</td>
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<td>Mindfulness (Energizer)</td>
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<td></td>
<td>Lesson Objectives</td>
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<td>Lesson Guiding Questions (Display guiding question and ask students to keep these questions in mind throughout the unit.)</td>
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<td>Day 1</td>
<td><strong>Assess</strong> for prerequisite knowledge through discussion (Does anyone know the definition of displacement?). The teacher will display a picture file (vocabulary words) with definitions, visual aids, synonyms, examples, and cognates in L1 (pupil's native language).</td>
<td>10 minutes</td>
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<td>Day 1</td>
<td>The teacher will display <strong>KWL Chart</strong> and explain how to use it when researching a new topic.</td>
<td>10 minutes</td>
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<td><strong>Think-Pair-Share</strong>: The students will be given one minute to think. The students will be given two minutes to share. The teacher will ask students to share with the class. (The class will complete the “K” section of the KWL Chart together. The students will complete the “W” section independently of the KWL Chart.)</td>
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<td>Day 2</td>
<td><strong>Day Two Slide</strong> (review slides 2-5) (15 minutes)</td>
<td>55 minutes</td>
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<td></td>
<td><strong>Watch</strong> “The Indian Problem” (YouTube video) (12 minutes)</td>
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<td><strong>Grand conversation</strong> (Guiding questions) (10 minutes)</td>
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<td>Display the map of the “Trail of Tears” and add information (3 minutes)</td>
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<td>Explain how a <strong>Jigsaw</strong> works. The teacher will place students into homogeneous groups of 3. Each group member will read</td>
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<td>Day</td>
<td>Activity</td>
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<td>Day 3</td>
<td><strong>Day Three Slide</strong> (review slides 2-5) (15 minutes) The teacher will explain the activity. <strong>Reader's Theater</strong> The students will break into their groups from the previous day and review the story. Each group will assign parts to each member. Students will read assigned parts to the audience. One member will provide a summary of the group's chapter or 10 - 15 pages. The students will complete the “L” section of the KWL Chart independently. (The teacher will collect the KWL Chart.)</td>
<td>45 minutes</td>
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<td>Day 4</td>
<td><strong>Day Four Slide</strong> (review slide 2-5) (15 minutes) <strong>Assess</strong> for prerequisite knowledge through discussion (Will three students please provide the class with a summary of what we have learned about the displacement of Indigenous peoples?) The teacher will discuss another time in history when a group experienced displacement. (Japanese Incarceration) The teacher will display the KWL Chart. <strong>Think-Pair-Share</strong>: The students will be given one minute to think. The students will be given two minutes to share. The teacher will ask students to share with the class. (The class will complete the “K” section of the KWL Chart together. The students will complete the “W” section independently of the KWL Chart.) <strong>Watch</strong> Ugly History: Japanese American incarceration camps – Densho (YouTube video) and Japanese-American Internment During WWII</td>
<td>45 minutes</td>
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<tr>
<td>Day 5</td>
<td><strong>Day Five Slide</strong> (review slide 2-5) (15 minutes) <strong>Review how a Jigsaw works.</strong> The teacher will place students into homogeneous groups of 3. Each group member will read 10 -15 pages or one chapter of the designated book. The class will read (in total) three books. (5 minutes) <strong>Silent Reading</strong> (Please take 20 minutes to read your section) (<a href="http://www.getepic.com">www.getepic.com</a>) The students will break into their groups and review the story.</td>
<td>55 minutes</td>
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<td>Day 6</td>
<td>Each group will assign parts to each member.</td>
<td>50 minutes</td>
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<td><strong>Day Six Slide</strong> <em>(review slide 2-5) (15 minutes)</em></td>
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<td><strong>Reader's Theater</strong> The students will read assigned parts to the audience. One member will provide a summary of the group's chapter or 10 - 15 pages. <em>(25 minutes)</em></td>
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<td>The students will complete the “L” section of the KWL Chart independently. <em>(The teacher will collect the KWL Chart.)</em></td>
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<td><strong>Math</strong> <em>(Addition and Subtraction)</em> word problems reviewing the thousands of people that died during the “Trail of Tears” and the thousands of people that were incarcerated in the ten camps <em>(Whole class activity or in groups of 3). For groups of 3:</em></td>
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<td>In your triad, research how many people were forcibly removed and died on the Trail of Tears.</td>
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<td>1) In your triad, research how many people were incarcerated and died in Japanese Incarceration camps.</td>
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<td>2) In your triad, discuss what conclusions can you draw comparing these numbers? Show how, with words and numbers how you came to these conclusions.</td>
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<td>Write up a 2-3 final draft of your discussion and conclusions, including the math you did to think about your ideas. <em>(10 minutes)</em></td>
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<tr>
<th>Day 7</th>
<th><strong>Day Seven Slide</strong> <em>(review slide 2-6) (15 minutes)</em></th>
<th>50 minutes</th>
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<tr>
<td></td>
<td><strong>Think-Pair-Share</strong> <em>(Discuss the displacement of both groups)</em></td>
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<td>The students will be given one minute to think. The students will be given 4 minutes to share. The teacher will ask students to share with the class. <em>(10 minutes)</em></td>
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<td><strong>Compare and Contrast</strong> Graphic Organizer *(The students will use both KWL Charts, Grand Conversation, and YouTube videos to fill out the Compare and Contrast graphic organizer). <em>(10 minutes)</em></td>
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<td>The teacher will explain the culminating project guidelines and provide the students with a four-point rubric to guide their planning process.</td>
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| Final Day | Students will present their **Culminating Projects**. | 55 minutes |

**C3: Community Collaboration and/or Critical Cultural Production**
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<thead>
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<tbody>
<tr>
<td>Step 1</td>
<td><strong>Assess</strong> for prerequisite knowledge through discussion. The teacher will display a picture file (vocabulary words) with definitions, visual aids, synonyms, examples, and cognates in L1 (pupil's native language).</td>
<td>10 minutes</td>
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<tr>
<td>Step 2</td>
<td><strong>KWL Chart</strong> and explain how to use it when researching a new topic.</td>
<td>10 minutes</td>
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<tr>
<td>Step 3</td>
<td>What is the Indian Removal Act? “The Indian Problem” <em>(YouTube video)</em></td>
<td>25 minutes</td>
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<td><a href="https://www.youtube.com/watch?v=if-BOZgWZPE">https://www.youtube.com/watch?v=if-BOZgWZPE</a></td>
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<td></td>
<td>Ugly History: Japanese American incarceration camps – Densho <em>(YouTube video)</em></td>
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<tr>
<td></td>
<td>Japanese-American Internment During WWII</td>
<td>History <em>(YouTube video)</em></td>
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<td></td>
<td><a href="https://www.youtube.com/watch?v=cZTioTkHcBO">https://www.youtube.com/watch?v=cZTioTkHcBO</a></td>
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</table>
| Step 4 | **Grand conversation** (Guiding questions)  
- How does this group show resilience?  
- How is white supremacy shown in their situation?  
- Who benefits from their displacement?  
- How is this unit on displacement relevant?  
- How did the American government villainize this group?  
- What is Manifest Destiny? (Optional)  
- What impact did the attack on Pearl Harbor have on Japanese Americans? (Optional) | 10 minutes |
| Step 5 | **Jigsaw:** The teacher will place students into homogeneous groups of 3. Each group member will read 10 -15 pages or one chapter of the designated book. |       |
| Step 6 | **Compare and Contrast** Graphic Organizer: The students will use both KWL Charts, Grand Conversation, and YouTube videos to fill out the Compare and Contrast graphic organizer. | 10 minutes |
| Step 7 | **Math** (Addition and Subtraction) word problems reviewing the thousands of people that died during the "Trail of Tears" and the thousands of people that were incarcerated in the ten camps (Whole Class Activity). | 10 minutes |
Step 8  Reader’s Theater: The students will break into their groups from the previous day and review the story. Each group will assign parts to each member. Students will read assigned parts to the audience. One member will provide a summary of the group's chapter or 10 - 15 pages. 25 minutes

Step 9  Think-Pair-Share: The students will be given one minute to think. The students will be given two minutes to share. The teacher will ask students to share with the class. 10 minutes

Step 10  Create a Culminating Project in a small group or individually that expresses what they learned from this Ethnic Studies learning segment. Options: write a 5-7 sentence paragraph (individual), write a poem, write a song, storytelling (displacement in students family), create a piece of art and explain how it relates to the topic of displacement, design a PowerPoint presentation (UDL: Universal Design Learning). 55 minutes

C4: Conclusive Dialogue/Critical Circular Exchange

Connection: How is this relevant to students? How is it relevant to the unit? How do you bring back to the PURPOSE of the unit?

The teacher will begin with a quick review of the critical concepts from the lesson. Students will think about what they learned. The teacher will debrief the lesson by asking prompting questions: How does this group show resilience? How is white supremacy shown in their (the identified group) situation? Who benefits from their (the identified group) displacement? How did the American government villainize this group? How is this unit on displacement relevant?

Assessment: How will the students be assessed?

The students will be assessed informally by the level of engagement during classroom discussion. The teacher will monitor learning and check for understanding at various points in the lesson.

Evaluation: How will the effectiveness of this lesson plan be evaluated?

The teacher will evaluate the students' culminating project/assignment (UDL) using a four-point rubric.

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displacement</td>
<td>The student</td>
<td>The student</td>
<td>The student</td>
<td>The student has</td>
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<tr>
<td></td>
<td>demonstrated a clear and thorough understanding of displacement of Indigenous peoples and Japanese Americans.</td>
<td>demonstrated a clear understanding of displacement of Indigenous peoples and Japanese Americans.</td>
<td>demonstrated a limited understanding of displacement of Indigenous peoples and Japanese Americans.</td>
<td>not demonstrated an understanding of displacement of Indigenous peoples and Japanese Americans.</td>
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<tr>
<td>Culture</td>
<td>The pupil celebrated and honored Indigenous peoples of the land and communities of color.</td>
<td>The pupil honored Indigenous peoples of the land and communities of color.</td>
<td>The pupil honored Indigenous peoples of the land.</td>
<td>The pupil did not submit a project.</td>
</tr>
</tbody>
</table>

**RESOURCES AND NOTES**

**Resources**

- [www.getepic.com](http://www.getepic.com)
- “The Indian Problem” (YouTube video)
  [https://www.youtube.com/watch?v=if-BOZgWZPE](https://www.youtube.com/watch?v=if-BOZgWZPE)
- Ugly History: Japanese American incarceration camps – Densho (YouTube video)
  [https://www.youtube.com/watch?v=hl4NoVWq87M](https://www.youtube.com/watch?v=hl4NoVWq87M)
- Japanese-American Internment During WWII | History (YouTube video)
  [https://www.youtube.com/watch?v=cZTioTkHcB0](https://www.youtube.com/watch?v=cZTioTkHcB0)

**Notes**

- Trail of Tears PowerPoint Project (early finisher choice)
  [https://easel.teacherspayteachers.com/activities/24100789](https://easel.teacherspayteachers.com/activities/24100789)

- Students can expand on the concepts taught in this lesson by researching Ralph Waldo Emerson's letter to President Martin Van Buren (1838). The letter was written in response to the government's efforts to remove the Cherokee people from their native lands. They could also research the landmark cases of Cherokee Nation v. Georgia (1831) and Worcester v. Georgia (1832).
  Another extension activity would be exploring the Museum of the Cherokee Indians Online Catalog. This website features cultural artifacts, documents,
manuscripts, books, journals, photographs, maps, and audio-visual materials relating to the Eastern Band of Cherokee Indians. Also, it has more than 18,000 images of records, letters, diaries from the 1830s and later pertaining to the Trail of Tears (some are primary sources).

- Students can expand on the concepts taught in this lesson by reading the books highlighted in the classroom library on Japanese Incarceration.

Worksheets and Handouts:
Lesson Plan Contributors:
Yahana Thomas  Wendy Lozano

<table>
<thead>
<tr>
<th>What I already know</th>
<th>What I want to learn</th>
<th>What I need to learn</th>
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Compare and Contrast Graphic Organizer

Name: ____________________

[Diagram of a Venn diagram with two overlapping circles, one blue and one green, and spaces for text]